

**AN EVALUATION OF A TECHNICAL ENGLISH AND
COMMUNICATION CURRICULUM: A CASE STUDY**

HASMAWATI ISMAIL

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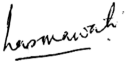
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DECLARATION OF ACADEMIC WORK

I **Hasmawati Ismail**, Registration Number **TGB 98038** declare that this dissertation entitled **“An Evaluation of Technical English and Communication: A Case Study”** is my own academic work except the materials/citations which the original sources have been mentioned.

Thank you.

Yours Sincerely,

A handwritten signature in cursive script, appearing to read 'hasmawati', with a horizontal line underneath the name.

Name: Hasmawati Ismail

Date: 21 / 04 / 2004

ABSTRACT

An Evaluation of a Technical English and Communication Curriculum: a case study.

Curriculum evaluation can be divided into four main categories; Context Evaluation, Input Evaluation, Process Evaluation, and Product Evaluation. This study primarily focuses on the Product Evaluation in which it evaluates the Technical English and Communication Curriculum offered at German Malaysian Institute. The main subject of the investigation is the topics covered in the curriculum. The objectives of the study are to identify the strengths and weaknesses of the curriculum by relating to the industrial needs and to investigate the importance of TEC for students at GMI. The study is also trying to ascertain the adequateness of the topics covered in the curriculum besides to investigate the satisfaction of the former students with the curriculum. The data are obtained by distributing questionnaires to the former students and industrial workers who are also part-time students at GMI, and by conducting unstructured interviews with the Technical Training Officers who have experience working in various industries. The data are analysed using qualitative analysis (for the questionnaires) and quantitative analysis (for the unstructured interviews). The results of the study show that the contents of the curriculum are sufficient for the students to enter the work force in the industry with the emphasis given in writing and speaking skills. It is also discovered that TEC offered at GMI is important for the students to communicate in the industry and the students are generally satisfied with the curriculum. For future study it is recommended that the evaluation be expanded to other categories namely Context Evaluation, Input Evaluation and Process Evaluation so that a holistic view of the strengths and weaknesses of the curriculum can be revealed.

ABSTRAK

Penilaian Keatas “Technical English and Communication”: Satu Kajian Kes

Penilaian Kurikulum boleh dibahagikan kepada empat bahagian; Penilaian Konteks, Penilaian Input, Penilaian Proses, dan Penilaian Produk. Fokus penyelidikan ini ialah Penilaian Produk dimana Ia menilai “Technical English and Communication” kurikulum yang ditawarkan di German Malaysian Institute, dan. subjeknya ialah topik-topik yang didalam kurikulum tersebut. Tujuan utama kajian ini dibuat ialah untuk memastikan kekuatan and kelemahan yang terdapat didalam kurikulum tersebut and memastikan kepentingan “TEC” kepada pelajar-pelajar di GMI. Penyelidikan ini juga bertujuan menilai samada tajuk-tajuk yang dimuatkan didalam kurikulum tersebut mencukupi keperluan pelajar-pelajar untuk berkomunikasi di tempat kerja dan melihat kepuasan pelajar-pelajar terdahulu terhadap “TEC”. Data-data diperolehi melalui pembahagian kertas soal jawab kepada pelajar terdahulu yang sedang bekerja di pelbagai industri and juga pelajar-pelajar yang sedang belajar separuh masa di GMI. Wawancara juga diadakan untuk mendapatkan nilai-nilai daripada Pegawai Latihan Teknikal yang mempunyai pengalaman bekerja di dalam pelbagai industri. Data-data dianalisa berdasarkan kuantitatif analisis (untuk kertas soal jawab) and kualitatif analisis (untuk wawancara). Keputusan penyelidikan mendapati tajuk-tajuk yang disediakan kepada pelajar-pelajar tersebut adalah mencukupi untuk mereka memulakan pekerjaan di industri dengan perhatian diberikan kepada bidang penulisan dan perbualan. Pelajar-pelajar tersebut menganggap TEC penting bagi mereka untuk berkomunikasi di industri dan secara keseluruhannya mereka berpuas hati dengan “TEC”. Adalah dicadangkan di masa hadapan kajian dibuat keatas bidang penilaian yang lain seperti Penilaian Konteks , Penilaian Input, dan Penilaian Proses bagi memperoleh pandangan yang menyeluruh tentang kurikulum tersebut.

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LIST OF ABBREVIATIONS

ESP	English for Specific Purposes
AFTA	ASEAN Free Trade Act
AoTRV	Analysis of Technical Report Variety
BOPS	Basic Oral Presentation Skills (Public Speaking)
BTPS	Basic Technical Presentation Skill (Report Presentation)
CIPP	Context evaluation, Input evaluation, Process evaluation and Product evaluation.
ECP	English for Commercial Purposes
FTS	Former Full-time Students
GMI	German Malaysian Institute
IE	Industrial Electronics
IG	Information Gathering
IKM	Institute Kemahiran Mara
IS	Information Selection
IT	Interview Techniques
ITI	Industrial Training Institute
LC	Letter Components
LoA	Letter of Application
LoC	Letter of Complaint
LoI	Letter of Inquiry
M	Memo
MECHA	Mechatronics
MI&SD	Main Ideas and Supporting Details
OPP2	Second Outline Perspective Plan

P&tB	Punctuation and the Basics
PC	Paragraph Comprehension
PIC	Process Instrumentation and Control
Pol	Presentation of Instruction Manual
PT	Production Technology
PW	Paragraph Writing
PW&MI	Paragraph Writing and Main Ideas
R&UTT	Reading and Understanding Texts Thoroughly
R/CV	Resume/ Curriculum Vitae
S,I,& PP	Stress, Intonation Pitch Pattern
SPM	Sijil Pelajaran Malaysia
SSSoT	Surveying, Skimming and Scanning of Text
TEC	Technical English and Communication Course
TTOs	Technical Training Officers
WC	Writing Correspondence
WIM	Writing Instruction Manual
8PoS&SW	8 Parts of Speech and Sentence Writing